

	Revisit and review	Teach	Practise	Apply
Mon	<p>Practise reading and spelling all high frequency words learnt so far in this phase.</p> <p>went, it's, from, children, just, help</p> <p>said, have, like, so, some come, were, there, little, one, when, what</p> <p>(the words in bold cannot be sounded out at this stage, so are called 'tricky' words.)</p>	<p>Teach spelling of all</p> <p>Learning to blend two syllable words by playing buried treasure. Can your child use their phonic knowledge to read these words and decide which are treasure (real words) and which are rubbish (made up words)?</p> <p>lunchbox, stusting, crinkbig, giftbag shampooing, hilpstog.</p>	<p>Ask your child to sound out and write the following words. Encourage them to say the word out loud as they attempt the spelling.</p> <p>shampoo, handstand, twisting.</p>	<p>Finally ask your child to try writing the following sentence. Again encourage them to say the sentence out loud as they write and to check it when they have finished by reading it.</p> <p>I must not tramp on the flowers.</p>
Tue	<p>Practise recognition and recall of sounds learnt in Phase 3.</p> <p>j, v, w, x, y, z, zz, qu, sh, th, ch, ng, nk, ai, ee, oa, oo (long - e.g. moon), oo (short - e.g. book), ar, or, igh, ur, ow, oi, ear, er, air, ure</p> <p>Watch out for children adding an 'er' sound on the end of their sounds. E.g. saying 'jer' instead of 'j'. If you would like to, you can watch this short video that will help with pronunciation https://www.youtube.com/watch?v=UCI2mu7URBc</p>	<p>Learning to blend two syllable words.</p> <p>Ask your child to read the following words:</p> <p>drinking, thundering, crunching, desktop.</p>	<p>Ask your child to sound out and write the following words. Encourage them to say the word out loud as they attempt the spelling.</p> <p>printer, shrinking, treetop.</p>	<p>Shared reading</p> <p>Read the 'postcard' shown in Appendix 4 to your child. Together, look out for words with adjacent consonants, especially cr and cl and ask your child to read those words.</p>

Wed	<p>Practise reading and spelling all high frequency words learnt so far in this phase.</p> <p>went, it's, from, children, just, help</p> <p>said, have, like, so, some come, were, there, little, one, when, what</p>	<p>Teach reading the tricky word do.</p> <p>Teach how to read words with more than two adjacent consonants.</p> <p>Play Snowball Sounds (Appendix 1): splash, spring, strap.</p>	<p>Segmentation for spelling: Play Filling in the Blanks (See Appendix 2): stress, splat.</p>	<p>Ask your child to read the following sentences and to give a yes / no answer. Draw their attention to the use of a question mark.</p> <p>Do you like to splash in the bath? Is it winter? Are you strong?</p>
Thu	<p>Practise recognition and recall of sounds learnt in Phase 3.</p> <p>j, v, w, x, y, z, zz, qu, sh, th, ch, ng, nk, ai, ee, oa, oo (long), oo (short), ar, or, igh, ur, ow, oi, ear, er, air, ure</p>	<p>Teach reading tricky word out.</p> <p>Play countdown (see Appendix 3)</p>	<p>Segmentation for spelling. Ask your children to write these words, encouraging them to say the words out loud as they write.</p> <p>strong, sprung, screech.</p>	<p>Ask your child to write the following sentence:</p> <p>Are all children good at sport?</p>

*Out is a tricky word in Phase 4 as the **ou** digraph has not been taught yet.

Appendix 1: Snowball sounds

Show the children how to sound these words by building up the way you blend. For example, if you were reading the word *stop* blend it as follows: s, t, st, st, o, sto, sto, p, stop. This will give children plenty of practice of blending adjacent consonants.

Appendix 2: Filling in the blanks Ask your child to draw a phoneme frame on an A4 sheet, they should be familiar with what a phoneme frame looks like.

For example, if you were going to ask them to write the word *flat* first ask them to draw a phoneme frame with four sections. Then give them the word to spell. If they miss out a letter (particularly *l* in this case) they can see that there is a letter missing and know they must try again. This makes children listen more carefully for the sounds in a word.

e.g.

s	c	r	ee	ch
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Appendix 3: Countdown - time your child for 60 seconds, see how many of the following words they can read in that time:

sprint, scrimp, street, stress, splat, splash, spring, strap, drinking, thundering, crunching, desktop, shampoo, handstand, twisting, printer, shrinking, treetop, went, it's, from, children, just, help, said, have, like, so, some, come, were, there, little, one, when, what

Appendix 4

Dear Clair,

We are in Crossland Hill this week. Mum said she was cross. The inn claim that they have lost the booking so we had to wait and the clock kept clicking.

It is so hot and I have had a crash on my scooter but I am OK.

We went to see a clown at the park. It was so fun! We all had to creep down the hill then shout "BOO!" and clap.

There were lots of pink crabs in a crack in the rocks on the cliff. I put some into my bucket but they were cross. The little crab went click, click, click so I let it go.

From Crispin



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